DOCUMENT RESUME

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TITLE	Individually Guided Education (Project PLACE - Personalized Learning Activity Centers for Education). Description of Teacher Inservice Education Materials.
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ABSTRACT

The instructional materials described here are designed for teachers and administrators who are interested in establishing an individually guided educational program at the elementary school level. The topics addressed are individualized instruction and methods of planning and implementing such a program. The goal of the program is to develop skills in working in open-space, nongraded situations, in teaching individualized instruction, and in forming appropriate teaching strategies. Primary emphasis is placed on teaching reading and mathematics. Information is provided on the purposes of the instructional materials as well as content, activities, resources, and history of development. A critique and ordering information are also included. (JD)

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ED166153

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: INDIVIDUALLY GUIDED EDUCATION (Project PLACE - Personalized Learning Activity Centers for Education)

Publication Date(s): 1971-1973

Intended Users: Inservice teachers, administrators and all those who are interested in establishing an individually guided educational program

Grade Level(s): Elementary

Number: Individual

Primary Focus: The intent of this product is to provide users with a model for building an effective program for elementary students based on the concept of individually guided education, with special emphasis on reading and mathematics.

School subject(s) and/or inservice topic(s) covered:

The inservice topics addressed in this product are individualized instruction and methods of planning and implementing an individualized program. Participants develop skills in individualized instruction, gain understanding, and change attitudes.

What participant does in using the materials:

After reading the material, the user participates in planning and implementing the program. The workshop itself will involve inservice training, demonstration, observation and discussion.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Resources:

The product components include six soft-cover booklets and 18 enclosures including articles. An instructor/leader will be needed to implement the program. S/he will be responsible for securing a place in which training can take place, for selecting instructional materials and setting up all parent-student-administrator exchanges. Depending on the component chosen, equipment such as filmstrip projectors and tape players will be needed.

Describer critique:

The product contains a wealth of useful, clearly written information, but is not well organized. A cover sheet or booklet describing the contents and their uses would be helpful; so would more bibliographic and resource material and a follow-up description of the progress of the project since 1973.

SP013772

II64 team teaching - performance objectives - math - reading - (CM) parental involvement - learning centers - learning styles TD

1.0 PURPOSES:

The developer states:

"Project PLACE is designed to develop a model elementary school program of individualized instruction. As the project is developed a concomitant objective is to train personnel and transfer the successful elements throughout the school system. The program consists of the following components:

a. School organization for individualization . . .
b. Mathematics skill and concept development . . .
c. Reading skill and concept development . . .
d. Attitude development and behavior modification . . .
e. A locally developed physical education program . . .
f. An early intervention program for the purpose of identifying, diagnosing and treating . . . learning disabilities . . .
g. Teacher education . . .
h. Community involvement . . .
i. Dissemination of information . . . ."

The goal of the product is to develop skills in working in open space, nongraded situations, teaching individualized instruction, developing individual objectives, evaluation, diagnosis, and appropriate teaching strategies. Attitude change, value clarification and understanding are all included as objectives.

2.0 CONTENT — Scope and Sequencing of Topics:

Project PLACE - ESEA Title III Lynchburg Public School System

Contents - books and booklets (all soft cover)

"Personalized Learning Activity Centers for Education"	9 pages
"Personalized Learning Activities for Education - Preliminary Evaluation"	82 pages
"Implementation Guide - I/D/E/A/ Change Program for Individually Guided Education - Ages 5-12"	124 pages
"Individually Guided Education in the Multiunit Elementary School"	32 pages
"Individualized Mathematics Systems - Systems Management Guide"	180 pages
"If You Don't Know Where You're Going You May Wind Up Somewhere Else - Suggested Guidelines for Writing Personal Objectives"	18 pages
"Questions and Answers"	18 pages

- Handouts and other enclosures

Folder - The Wisconsin Research and Development Center for Cognitive Learning
Booklet - "A Decade of Impact"
Booklet on Lynchburg Elementary School
Article - "Praise-Criticism Ratio - Do Teachers Take Advantage of It?"
Enclosures: "Behavioral Objectives for Training Program"
"Learning Objectives for Each Overhead"
"The Behavior Change Process"
"A New Approach to Physical Education"
"Checklist for Evaluating a Module"
"Here's How - Our Children, Our Schools, and You" (for volunteers)
"Individualized Instruction"
"Instructional Programming Model for IGE"
"Suggestions for Developing a Team Plan for Unit of Study"
"The Open Discussion Group"
"Outcomes for the Instructional Process of Personalized Learning"
"Description of Filmstrips/Tapes for WDRSD"
"IGE Glossary"
"Which Environmental System is Operating"
"Early Intervention"
"Reporting to Parents"
"Learning Alternatives"
"What is a Learning Center?"

Four papers on available materials (CCL Document Service, Madison, Wisconsin; Educational Systems Division, Minneapolis, Minnesota; Ginn and Company, Lexington, Massachusetts; I/D/E/A, Dayton, Ohio) are also included.

The material does not need to be used in its entirety or sequentially, but the first four books listed above should be read first.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The user reads the material; takes part in implementation and planning of the program; participates in workshops, inservice training, demonstrations, observations and discussion. Users interact with each other, with students, parents, and administrators. Training takes place in various locations, primarily in an elementary school setting.

Components may involve films, filmstrips, and tapes--to be chosen at the discretion of the director or principal.

3.2 Help given in use of product:

A coordinator is necessary for implementation of the program.

A 124-page Implementation Guide is provided with the product. It contains a list of films and filmstrips from which the instructor may choose appropriate materials.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Participants are observed and evaluated by principals as they carry out the learning activities. They are asked to produce learning modules, fill out forms, questionnaires and observation rating scales.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Time spent on the program may vary from one year to three or four years (for implementation of the entire program).

Space and equipment requirements are those of an elementary school, preferably one designed for open-space activities.

A coordinator or program director is necessary--this person may be the principal of the school involved. An instructor/leader will be needed to implement the program. S/he will be responsible for securing a place in which training can take place, in selecting instructional materials, and in setting up all parent-student-administrator exchanges.

5.2 Distributor name/address:

Lynchburg Public School System
950 Court Street
Lynchburg, Virginia 24504
(804) 847-1597

Dr. Ben Quinn, Superintendent
Edwin L. Warehime, Project Director

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
PROJECT PLACE - ESEA Title III includes:				
-5 books/booklets, 1 folder, 1 article and 18 enclosures	Free from Lynchburg Public School System			
-"Implementation Guide - I/D/E/A Change Program for IGE - Ages 5-12"* 5335 Far Hills Avenue Dayton, Ohio 45429				
-booklet - "Questions and Answers"	Free from Lynchburg Public School System			
-"IGE in the Multiunit Elementary School" NCS Educational Systems Division 4401 West 76th Street Minneapolis, MN 55435 (612) 831-4100	$50 from the distributor			
-"Individualized Mathematics Systems: Systems Management Guide" code #34506-5 Ginn and Company PO Box 2649 Columbus, OH 43216 Toll Free: 800-848-9500	$3.05 from the distributor			

*Only persons who have been trained as facilitators in I/D/E/A's IGE program can request this component. Call (513) 434-7300.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The product was developed by the Lynchburg Public School System.

6.2 How developed and when:

The product was developed over a three year period (from 1971-1973) as a pilot project using the Individually Guided Education (IGE) change plan developed by the Institute for the Development of Educational Activities, Dayton, Ohio.

Field testing, other than that which took place in other areas from which Project PLACE took its material (Wisconsin and Ohio), was conducted in the Lynchburg Elementary Schools. The evaluation design and statistical work for Project PLACE was done by the Bureau of Testing of the University of Virginia. The evaluation activities were conducted by the PLACE staff evaluator. An independent educational program audit was conducted each year by IBEX, Inc., of Durham, North Carolina and Arlington, Virginia.

6.3 Evidence of effectiveness with users:

The developers report that as a result of the program's implementation, students have gained in self confidence, motivation, reading readiness and teacher-pupil (as well as) other interpersonal relationships; and they note that parent and teacher response has been outstanding. More than 600 contral students in two non-project Lynchburg schools and 800 PLACE students were tested. The average reading readiness scores of PLACE five-year-old students were higher than that of control students for each of the three project years (1971-72: 5.7% higher; 1972-73: 12.9% higher; 1973-74: 8.2% higher). Also, there was at least a 100% gain in the number of students receiving Presidential Fitness Awards. In affective measures, for each of the three project years, five-year old students showed significant beyond the .01 level pre-post gains in the goal achievement needs, role expectation, self-adequacy, motivation and total self-concept.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product addresses a need for a program to aid administrators and teachers in planning and implementing a system based on the concept of individualized instruction. The product is appropriate in meeting this need. It is adaptable for any elementary school interested in implementing a program of this type--in part or in toto. Most of the language is clear and free from jargon and both the Preliminary Evaluation booklet and the Implementation Guide (see Contents 2.0) are especially helpful. The technical quality is good and the product is very readable.

Content accuracy/social fairness/community acceptance issues:

The content appears to be accurate.

There is no ethnic or sex bias.

The content is controversial only to the extent that some educational traditionalists would disagree with the basic ideas and premises related to individualized instruction.

Overall summary/comment:

The product contains a wealth of information and some excellent practical guidelines for conducting individually guided education. The material is not particularly well organized, however, and an overall document commenting on the various enclosures, and their uses, would be helpful to those wishing to form an idea on how all of the pieces of the project fit together. Follow-up material on the progress of the project since 1973 would also be valuable.

MB-5/77